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ABSTRACT

The evaluation model described in this document was developed to provide States with one means of evaluating personnel development programs and projects. It was designed to supplement other State evaluation efforts by presenting guidelines and materials for use by State coordinators and evaluation teams in evaluating State inservice personnel development in vocational-technical education funded by the Federal and State governments. The purpose of the State evaluation team is to analyze data, make recommendations, and prepare a final evaluation report for the State director of vocational education. The model and procedures described in the materials may be modified by individual States to better suit their programs. The evaluation model package consists of nine documents: overview; guidelines for developing behavioral objectives; three instruction manuals for the State coordinator and evaluation team; and four survey forms. The survey forms are for the evaluation team's use in gathering data about the State personnel development program and individual projects. The manuals provide instructions for use of the survey forms, for preparation of information from the surveys, and for conducting meetings and interpretating data. (MF)

A Model To Evaluate Inservice Personnel Development In Vocational-Technical Education

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OVERVIEW

A Model to Evaluate Inservice Personnel Development in Vocational-Technical Education

The Center for Vocational and Technical Education

The Ohio State University

Columbus, Ohio

Congress recognized the need for better trained educators when it passed the Education Professions Development Act of 1965. Three years later, it amended the law in the 1968 Vocational Education Amendments. Sections 552 and 553 of Part F of the amendments authorized programs to: (1) grant doctorate degrees in vocational education and (2) provide inservice training for vocational educators already on the job. Programs funded under Section 552 involve full-time study leading to the doctorate; those under Section 553 typically involve part-time study, such as inservice education.

The Model to Evaluate Inservice Personnel Development in Vocational-Technical Education is concerned with inservice personnel development funded by federal and state governments. It is designed for activities funded under Section 553 of the 1968 amendments and those similar to Section 553 projects but not funded from that source. It is not intended for use with either pre-service personnel development programs or projects or with programs involving full-time graduate study.

As states have begun personnel development activities, the need to evaluate programs and projects has become apparent. In addition, the current accountability movement in American education has increased pressures upon states to evaluate all programs and projects.

The evaluation model described in this document was developed to provide states with one means to evaluate personnel development programs and projects. It is designed to supplement other state evaluation efforts, including the evaluation of individual projects, by providing states with more information about individual projects and their total personnel development program. The model is described and definitions are given in the remainder of this overview.

A Description of the Evaluation Model

The model includes a set of six written materials and several procedures described in the materials. The materials and several procedures are described briefly below.

Materials of the Model

1. Overview. The overview is this document. It describes the materials and procedures of the evaluation model and defines several terms essential to the operation of the model.

2. Manual of Instructions for the Distribution and Collection of Survey Forms and Selection of the State Evaluation Team (M-1). The manual provides the state coordinator of personnel development* with instructions to use four survey forms from the model to gather information about the state program and individual projects and instructions to select a state evaluation team (SET).

3. Survey Forms. The model includes survey forms to gather data from: (a) the state coordinator of personnel development, (b) directors of personnel development projects, (c) participants of personnel development projects, and (d) supervisors of personnel development participants.

4. Manual of Instructions to Prepare Data for the State Evaluation Team Meeting (M-2). The document provides the state coordinator of personnel development with instructions and a format to prepare information from the four surveys for use by members of the state evaluation team (SET).

5. Manual of Instruction for the State Evaluation Team Meeting (M-3). The manual provides members of the state evaluation team with instructions to conduct the SET meeting and to interpret information prepared for the SET by the state coordinator. It includes an appendix with a description of the state coordinator's responsibilities for the SET meeting.

6. Guidelines for Developing Behavioral Objectives. The guidelines are designed to provide those responsible for personnel development programs and projects with assistance in writing behavioral objectives.

Procedures of the Model

Because it is to be used by individual states for their benefit, the model may be modified to better suit the needs of a state's personnel development program. A state may decide, for example, not to use some of the materials of the model. Or, it may change procedures outlined in the materials. In either case, the procedures would then differ from those suggested. The suggested procedures, described generally in the paragraphs that follow, assume the full use of all materials of the model.

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*The title used in this model to refer to the person primarily responsible for administering the state personnel development program in vocational-technical education. Some states use instead titles such as Part F coordinator and state director of personnel development.

The model, as described herein, also assumes that the state coordinator of personnel development will occupy a key role in the evaluation. If the state director of vocational education assigns the responsibility for the use of this evaluation model to another person, the procedures which follow should be undertaken by the person with that responsibility.

Detailed instructions needed by the state coordinator to perform his duties are given in manuals M-1, M-2, and M-3. The first function is to collect data (M-1). The state coordinator should determine the number of personnel development projects from which to collect data and then determine a sample of participants from those projects.

When these decisions on sampling have been made, the coordinator should distribute the model's three survey forms to collect data from (1) directors of personnel development projects, (2) participants of projects, and (3) their supervisors. In addition, he should complete the State Program Coordinator Survey.

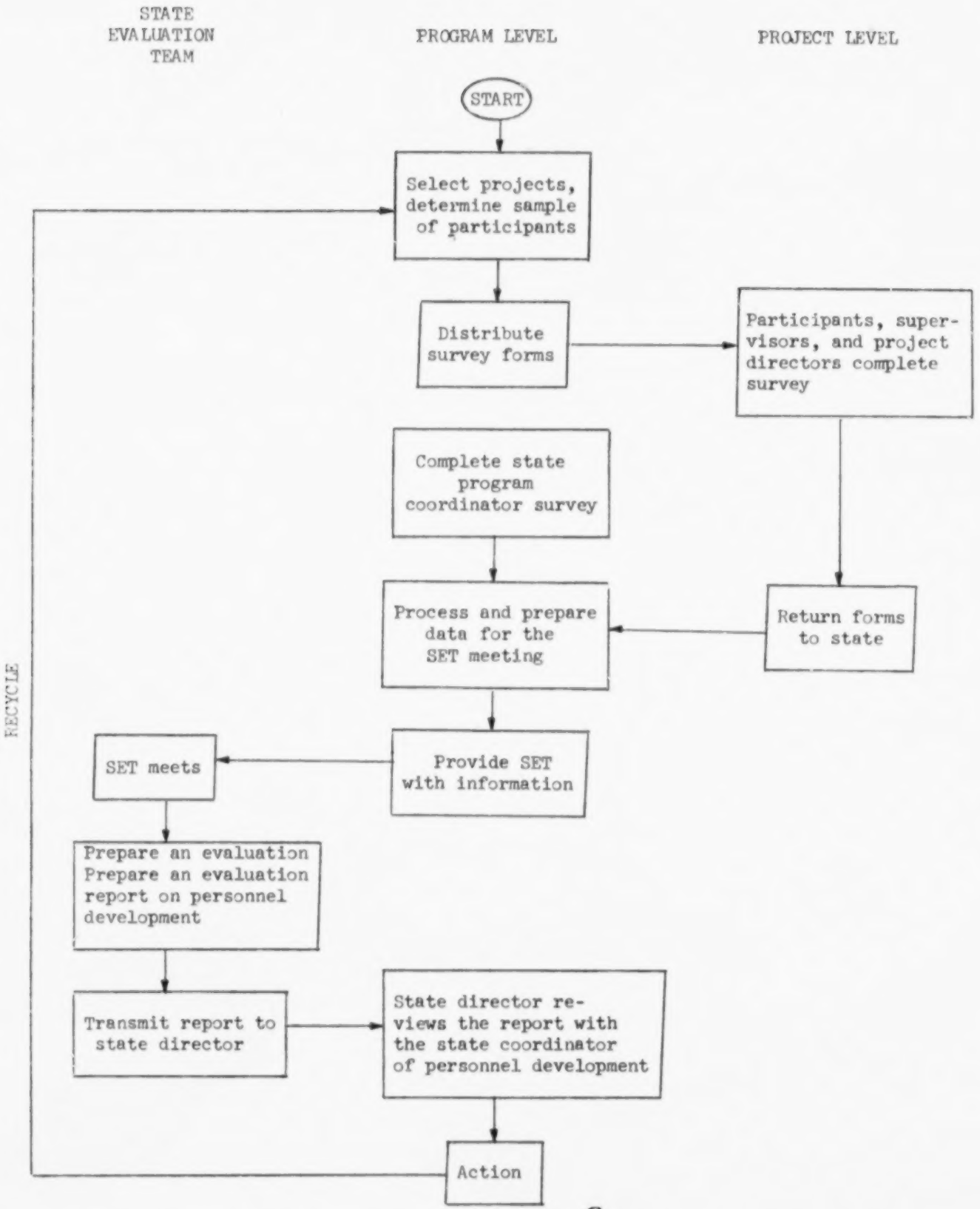
The coordinator should use M-1 to select five persons, including a chairman, to serve on the SET. He should schedule a two- or three-day meeting for the SET members and himself.

Using manual M-2, the state coordinator should prepare information collected with the surveys for members of the SET. If there is a sufficient number of projects within the state, he may elect to use the computer program in Appendix 2 of M-2 to process the data.

Prior to the SET meeting, the coordinator should send team members information about the meeting and their functions at it. He should not send program and project data to the team before the meeting. Team members should receive that data during the meeting.

The SET should use information received before the meeting, the project and program data folders (explained in M-2) provided at the meeting by the state coordinator, and whatever additional data its members need and can get to prepare an evaluation report (M-3). The chairman of the SET, appointed by the state coordinator, should be responsible for conducting the meeting of the team, making work assignments for team members, and insuring that the evaluation report is given to the state director of vocational education.

The state director, upon receiving the evaluation report, should review it and take whatever action he deems necessary. The evaluation process should be recycled regularly or sporadically, at the discretion of the state director of vocational education. The procedures of the evaluation are shown graphically on the page which follows.


STATE EVALUATION TEAM
PROGRAM LEVEL
PROJECT LEVEL
START
Select projects, determine sample of participants
Distribute survey forms
Participants, supervisors, and project directors complete survey
Complete state program coordinator survey
Process and prepare data for the SET meeting
Return forms to state
SET meets
Provide SET with information
Prepare an evaluation Prepare an evaluation report on personnel development
Transmit report to state director
State director reviews the report with the state coordinator of personnel development
Action
RECYCLE

Development of the Model

The model was developed in two stages. In the first stage, a conceptual design and a draft of the model were prepared. Numerous consultants and reviewers assisted in their development. Some 20 persons provided the model developers with written reactions to early drafts of the model. These reactions were used to develop subsequent drafts of the model.

The second stage of development was a pilot test of the model in two states, Tennessee and California. Results of the test were of great help in improving the model. During the test, state coordinators received all materials of the model except instructions to process data in M-2. The model developers processed data and prepared information in the required format for SET meetings. The state coordinators followed all other procedures in the model, without help from the developers. State coordinators in California and Tennessee each selected three persons to serve on the SET. In both states, the SET prepared an evaluation report within two days. The developers of the model observed the operation to improve the model.

Definitions

Participant -- A person who has participated in a project designed to increase his or her effectiveness and efficiency in vocational education. Participants may be teachers, coordinators, administrators, or others involved in personnel development projects.

Personnel Development Program -- All personnel development projects in the state.

Personnel Development Project -- A component of the state personnel development program. As used here, project does not designate pre-service teacher education, or pre-service education for other positions in the field of vocational education. It refers to organized attempts to upgrade professional personnel in vocational education, such as those attempts funded under Section 553 of the Education Professions Development Act, but is not limited to those funded under Section 553.

Project Director -- The director of a personnel development project; the person in charge of the operation of the project.

State Coordinator of Personnel Development -- The person designated by the state director of vocational education to coordinate or supervise the state personnel development program. The state coordinator is the person most directly responsible for state-level personnel development other than pre-service education. Several states use different terms for this person; for example, state director of personnel development and Part F coordinator.

State Evaluation Team -- The five-member group designated by the state coordinator of personnel development to meet and prepare an evaluation report on state personnel development. The team will use data collected with four survey forms and processed by the state coordinator of personnel development to prepare its report.

Supervisor -- The immediate supervisor of participants of personnel development projects.

Vocational Education -- The definition of vocational education used in the 1968 Amendments to the Vocational Education Act of 1963.

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GUIDELINES FOR DEVELOPING BEHAVIORAL OBJECTIVES

A Model to Evaluate Inservice
Personnel Development in
Vocational-Technical Education

The Center for Vocational and Technical Education

The Ohio State University

Columbus, Ohio

These guidelines are designed to assist the state coordinator of personnel development and directors of personnel development projects in writing behavioral objectives for the personnel development program and projects. They or other sources dealing with behavioral or performance objectives, such as those listed on the last page, may be used to develop objectives. These guidelines, in other words, are offered as only one source of assistance in writing objectives. They present: (1) a brief definition of behavioral objectives, (2) guidelines to develop behavioral objectives, (3) examples of behavioral objectives, and (4) a suggestion to aid in writing difficult objectives.

Definition of a Behavioral Objective

A behavioral objective is a statement that describes what a person or group of people will be able to do after completing a particular kind of instruction. It specifies: (1) the instruction, (2) the behavior of behaviors that are to result from that instruction, and (3) the criterion level the behavior must reach.[1] Behavior is defined here as any human activity that can be observed by another and can be either measured or judged.

Guidelines for the Development of Behavioral Objectives

To facilitate writing behavioral objectives, it is best to divide each into its five components. An illustration of one behavioral objective and the five components which apply to all behavioral objectives follow.

> By fiscal year 1975, state coordinators of personnel development and project directors who use this evaluation modelmwill develop and use behavioral objectives, with the five components of each objective, for at least 50 percent of their objectives, as determined by state evaluation teams.
>
> (1) The person or persons who perform the desired behaviors (e.g., state coordinators of personnel development and project directors who use this evaluation model)
>
> (2) The desired behavior (e.g., will develop and use)
>
> (3) The result or product of the behavior which will be evaluated (e.g., behavioral objectives, with the five components of a behavioral objective)

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[1] Kibler, Robert J., Larry L. Barker, and David T. Miles. Behavioral Objectives and Instruction. Boston, Mass.: Allyn and Bacon, Inc., 1970.

(4) The relevant conditions under which the behavior is to occur (e.g., by fiscal year 1975)

(5) The standard which will be used to judge the result or product of the behavior (e.g., for at least 50 percent of their objectives, as determined by state evaluation teams)[2]

After writing behavioral objectives, check to make sure that each objective includes the five components. To prevent excessive detail in objectives for state programs, few objectives, perhaps 10 or less, should be written.

The checklist and the three examples of behavioral objectives that follow may help persons writing objectives. The checklist can serve as a diagnostic tool to detect and correct errors in the behavioral objectives. Any negative answer indicates that an objective is not completely behavioral in terms of the definition presented here.

CHECK LIST

Criteria	Yes	No
1. Does each behavioral objective emphasize a verb that requires action on the part of the student?		
2. Is each behavioral objective stated in terms of student performance (rather than teacher performance)? Does it describe what the learner will do when demonstrating this achievement of the objective?		
3. Is each behavioral objective stated so that it indicates terminal behavior (rather than subject matter to be covered during instruction)?		
4. Is each behavioral objective stated so that it includes only one learning outcome (rather than a combination of several outcomes)?		
5. Is there a sufficient number of behavioral objectives to adequately describe the desired achievement of the learners?		

[2] Ibid.

Examples of Behavioral Objectives

The following behavioral objectives are divided into their components. The number above each component refers to its numbered explanation on pages 1 and 2.

1. 4 After inservice training or independent study, | 1 all elementary and middle school teachers | 2 will use | 5 at least two | career education concepts as 3 a part of their curriculum, | as judged by the 5 State Division of Vocational Education. |

2. 1 Every teacher at Metropolitan Technical Institute | 2 will present | 3 a five-minute lecture | to 4 nine of his peers on a topic in his area | 2 and then privately view | 3 the lecture | 4 on video tape. | 5 He will determine the success of his presentation by completing a self-evaluation form. |

3. 4 At a one-week seminar conducted by the Institute on Group Relations, | 1 50 community college vocational education teachers within the state | 2 will acquire | 3 information about the culture of and problems encountered by blacks and Mexican-Americans. | Attendance at every session and a score of at least 70 percent on a 5 test devised by the instructors of the seminar will be accepted as successful completion of the seminar. |

Difficult Objectives

Many times it is easier to write about behavioral objectives than to develop and use them in a practical situation. Kibler, Barker, and Miles offer the following advice for writing difficult objectives.

> Several types of extremely important objectives are difficult to measure and thus, difficult to specify in behavioral terms. As a matter of fact, it seems that the more significant an objective, the more difficult it is to measure. Examples of objectives which fall into the difficult-to-specify-and-measure category are those in the area of problem-solving, creativity, attitudes, and values. The only solution we see to this problem is for such objectives to be specified as clearly as possible and for the instructor to be as resourceful as he can in developing evaluative measures...[3]

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[3] Ibid, pg. 5.

Suggested References for Writing Behavioral Objectives

Kibler, Robert J.; Barker, Larry L., and Miles, David T. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, Inc., 1970.

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Armstrong, Robert J.; Cornell, Terry D.; Kroner, Robert E., and Roberson, E. Wayne, eds. A Systematic Approach to Developing A Handbook Designed to Increase the Communication of Laymen and Educators. Tucson, Ariz.: Educational Innovators Press, Inc., 1968.

Gronlund, Norman E. Stating Behavioral Objectives for Classroom Instruction. New York: The MacMillan Company, 1970.

Hernandez, David E. Writing Behavioral Objectives. New York: Barnes and Noble, Inc., 1971.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publisher, 1962.

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MANUAL OF INSTRUCTIONS FOR THE DISTRIBUTION AND COLLECTION OF SURVEY FORMS AND THE SELECTION OF THE STATE EVALUATION TEAM

A Model to Evaluate Inservice
Personnel Development in
Vocational-Technical Education

The Center for Vocational and Technical Education

The Ohio State University

Columbus, Ohio

The purpose of this manual is to provide instructions for the distribution and collection of four survey forms and the selection of the state evaluation team (SET). The survey forms are: the state program coordinator survey (S-1), the project director survey (S-2), the participant survey (S-3), and the supervisor survey (S-4). The instructions are directed to the state coordinator of personnel development, but they may be used by anyone he or the state director of vocational education designates.

Suggested Instructions for Distribution and Collection of Survey Forms

1. Send the project director survey to directors of personnel development projects.

   a. Make a list of the personnel development projects operating during the year to be evaluated.

   b. Assign a number to each project. Assign 1 to the first project, 2 to the second project, and so forth.

   c. Place the project numbers on the project director surveys next to the letter A in the block "For State Use." Place one number on each form.

   d. Check to make sure that each project director survey has the correct identifying number on it.

   e. Print the title of the project in the space provided at the top of the first page.

   f. Send the project director survey forms, with a cover letter, to the appropriate project directors.

   g. Request that the project directors send a one-page abstract of the project (without results) for use by the state evaluation team. This abstract can be one prepared previously.

   h. Have the project director survey forms and project abstracts returned to the state coordinator of personnel development.

2. Obtain lists of participants and their supervisors. (This is suggested as a separate step, instead of as a part of instruction 1, to save time.)

   a. Telephone each project director and request: (1) an alphabetical list of the names and addresses of participants who began the project, regardless of whether they completed it, and (2) the names and addresses of immediate supervisors of the participants. To simplify the selection of supervisors later, the name of each supervisor should appear next to the name(s) of participants who work for the supervisor.

b. If the project director does not have access to supervisors' names, request them from project participants. Be sure to emphasize that supervisors will not have access to the participant surveys, and that supervisors' names are requested only to facilitate the distribution of supervisor surveys. It is important to assure the participant that his responses are confidential. For future use of the evaluation model, instruct the project director to have the names of supervisors available.

3. Complete the state program coordinator survey.

4. Determine how many participants from each personnel development project will be sampled.

   a. Record the number of participants in each project.

   b. If the number is more than 41, take 25 percent of that number. (Round off to the nearest whole number if the result is a fraction. One-half rounds off to the next highest whole number.)

   c. If the number is 41 or under, always select 10 participants. (If the project has 10 or less participants, use everyone in the project.)

   d. The number obtained in either step 4b. or 4c. is the number of participants to be sampled from each project. An example of the participant selection procedures appears on page 6.

5. Determine the specific participants to receive participant survey forms.

   a. If there are 10 or less participants in a project, use all participants.

   b. If there are 20 or more participants in a project, do the following:

      (1) Pick at random any name in the list.

      (2) Starting with the name just below it, count down until the fourth name is reached.

      (3) Circle this name. It is the name of the first participant selected.

      (4) Then start with the name just below the circled name and again count down until the fourth name is reached.

      (5) Circle this name. It is the name of the second participant selected.

(6) Count down to the next fourth name in the same manner and write it as the third participant selected.

(7) Repeat this process until the required number of names is obtained.

(8) When you reach the bottom of the list, continue at the top.

(9) If you come to a name that has already been selected, select the name just below it and continue as before.

c. If there are 11-19 participants in a project, use the same procedure as in step 5b. except that each name circled should be eliminated. Keep eliminating names until the names of 10 participants remain.

d. Use this selection procedure for each project. Examples follow on pages 6, 7, and 8. As stated in instruction 4, select 10 participants for projects with 41 or less, and 25 percent of the participants for projects with 42 or more.

6. Select only supervisors whose employees were selected in the participant sample obtained by using instruction 5 above.

7. Assign numbers to the selected participants and supervisors.

a. Prepare pages of 8½" x 11" paper with three wide columns. The first column should contain the project titles, the second, the names and addresses of selected participants from each project, and the third, the names and addresses of the supervisors of selected participants. Leave space on the right side of each column for an identifying number.

b. Instructions for assigning project numbers have been given (see instruction 1). Place the correct identifying project number to the right of each project title in the first column.

c. Use the space on the right side of the second column to assign a number to each participant. Assign 1 to the first participant, 2 to the second participant, and so forth.

d. Assign participant numbers across projects, so that if the number 40 is assigned to the last participant of project 3, 41 is assigned to the first participant of project 4. No two participants should have the same number.

e. Assign a number to each supervisor in the same manner. Assign 1 to the first supervisor, 2 to the second supervisor, and so forth. Assign supervisor numbers across projects also. If a supervisor's name appears more than once, be sure to use the same number each time it appears. For example, if the name P. T. Jones is assigned number 2 initially and then reappears in the list, assign it number 2 again.

f. The lists of projects, participants, and supervisors should be kept on file.

8. Assign identifying numbers to the participant surveys.

   a. Fill out the block at the top of the first page that says "For State Use."

      (1) Next to A, write the project number.

      (2) Next to B, write the number of the participant's supervisor.

      (3) Next to C, write the participant's number.

   b. Print the title of the project, the agency involved, and the beginning and completion dates of the project on the "Project" line at the top of the first page.

9. Prepare the supervisor surveys for distribution.

   a. If a supervisor has only one employee selected as a participant, no collation of the surveys is necessary.

   b. If a supervisor has more than one employee selected as a participant, make enough copies of the back, or second, page to insure that the supervisor has one copy for each of his participants. For example, if a supervisor is to rate four participants, make three copies. Attach these to the original supervisor survey form.

10. Assign identifying numbers to the supervisor survey.

   a. At the top of the front of the page, under "For State Use," write the supervisor number next to B.

   b. At the top of each back page, under "For State Use," write the number of the participant's project next to A and write the participant number next to C.

   c. Also, at the top of each back page, print the name of the participant on the first line and the project title, the agency involved, and the beginning and completion dates on the second line.

11. Mail the participant surveys and the supervisor surveys, with cover letters, to selected participants and supervisors. A follow-up letter or call may be used to assure a high percentage of returns. Be sure to include a stamped self-addressed envelope to those in the sample, to specify the exact project about which they are responding, and to specify exactly to whom the forms should be returned at a time determined by the state coordinator and his staff.

Example of Determining the Number of Participants Selected from Each Project

Suppose state Y has a total of 166 participants in five projects. The procedure of determining the number in each project to be selected is illustrated in the table below.

Project	Number	Number Selected
1.	32	10 (10 selected because there are fewer than 42 participants)
2.	6	6 (everyone used because there are fewer than 10 participants)
3.	42	11 (25% of 42, rounded off)
4.	23	10 (10 selected because there are fewer than 42 participants)
5.	63	16 (25% of 63, rounded off)

Example of Selecting Participants From Each Project

On the next two pages are examples of participant lists from projects, one with 16 participants and another with 21. Ten participants should be selected from each project because they both have less than 42 participants. For the project with 16 participants, names are eliminated, as illustrated, until 10 remain. For the project with 21 participants, names are selected, as illustrated, until the necessary number of 10 is reached.

Example: Selection of 10 Participants
from a Project with 16 Participants

			Project 4	Start : Random selection of any name on the list
2.	3.		Adams, Carolyn	
3.	4.		Brinkman, Vera	2nd name eliminated
4.	1.		Crawford, William	6th name eliminated
	2.		Dram, Henry	
	3.		Hanson, Burt	
	4.		Holson, Teresa	3rd name eliminated
	1.		Karl, Thomas	
	2.		Munn, Nancy	
	3.		Neilson, Anne	
	4.	(Start)	Paulson, William	4th name eliminated
	1.	1.	Pliny, Curtis	
	2.	2.	Plotter, Allan	
	3.	3.	Richter, Warren	
	4.*	4.	Samson, Richard	1st name eliminated
	4.	1.	Sawyer, Kenneth	5th name eliminated
	1.	2.	Talbert, Diane	

*Since this name, Richard Samson, was already elminated, the name just below it, Kenneth Sawyer, is now eliminated.

Example: Selection of 10 Participants
from a Project with 21 Participants

		Project 1	Start : Random selection of any name in the list
4.		Barter, Samuel	5th name chosen
1.	(Start)	Barton, Harriet	
2.	1.	Corbett, Donald	
3.	2.	Dixon, Carl	
4.	3.	Earl, Linda	6th name chosen
1.	4.	Granger, Daniel	1st name chosen
2.	1.	Hammond, Elizabeth	
3.	2.	Jacob, John	
4.	3.	Lerner, Robert	7th name chosen
1.	4.	McMahon, Frank	2nd name chosen
2.	1.	Myer, Mary	
3.	2.	Neely, William	
4.	3.	Pratt, John	8th name chosen
1.	4.	Preston, Cindy	3rd name chosen
2.	1.	Riley, Eileen	
3.	2.	Ripley, Gail	
4.	3.	Slade, Karen	9th name chosen
1.	4.	Sutter, Robert	4th name chosen
2.	1.	Travis, David	
3.	2.	Voss, Kenneth	
4.	3.	Walters, Alex	10th name chosen

Illustration of a List of Projects, Selected Participants, and Supervisors, with Identifying Numbers
(Only a Partial List)

TITLE OF PROJECT	NO.	PARTICIPANT	NO.	SUPERVISOR	NO.
Instruction of the Handicapped in Vocational Education	1	James Jones 115 Wisconsin St. Silver Springs 96115	1	Philip Weber, Prin. Novak High School 200 Eureka Park Silver Springs 96112	1
	1	Tom Delfino Route 4, Box 400 Woodland 95402	2	Samuel Ceccari Prin., Ponderosa H.S. East Horse Road Woodland 95400	2
	1	David Tolbert 15 Monte Drive Clairsville 94321	3	Mark Delpond Vice Prin. Woodfield High School Clairsville 94321	3
	1	Burt Adams P. O. Box 75 Fayeville 94415	4	Samuel Ceccari Prin., Ponderosa H.S. East Horse Road Woodland 95400	2
	1	Jerry Osborn 1620 Eastmoor Avenue Dayton 95234	5	Mark Mercer, Dir. Voc-Ed, Madison County Dept. of Ed. Dayton 95233	4
	1	Steven Swings 22 Bubble Street Marysville 95004	6	Warren Lamoint Prin., Marysville H.S. Layfatee Road Marysville 95005	5
	1	Jackie Hess 1313 Joanna Avenue Marion 96332	7	George Brummley Prin., Central H.S. 416 Fourth Street Marion 96332	6
Automobile Repair Workshop	2	P. L. Fry 107 Louis Drive Ocala 96014	8	Jerry Stephens, Prin. Hartley High School 601 Main Street Ocala 96020	7
	2	Stephanie Woodland 380 Wood Avenue Orange 95441	9	James Mariner, Prin. Alder High School Amity Road Orange 95445	8
	2	John Hanson 4797 Good Avenue Los Angeles 93221	10	Ron Ebright, Prin. South High School Crosby Boulevard Los Angeles 93224	9

Suggested Instructions for Selection of the State Evaluation Team

The state coordinator should select five persons, including a chairman, to serve on a state evaluation team (SET). He should schedule a two- or three- day meeting for the SET members and himself.

The state coordinator should choose no more than one person for the SET from each of the following groups:

1. District or secondary administrators or faculty members from a local education agency
2. The state advisory council for vocational education
3. Faculty members in vocational-technical education from a university or college within the state
4. Faculty members (who specialize in research or evaluation) from a university or college within the state
5. The division of research or evaluation within the state department of education
6. Administrators or faculty members of vocational-technical education from the community college or technical institute within the state

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MANUAL OF INSTRUCTIONS TO PREPARE DATA FOR THE STATE EVALUATION TEAM MEETING

A Model to Evaluate Inservice
Personnel Development in
Vocational-Technical Education

The Center for Vocational and Technical Education

The Ohio State University

Columbus, Ohio

The purpose of this manual is to provide the state coordinator of personnel development, or those delegated by him, with instructions to prepare data for the use of members of the state evaluation team (SET). The instructions include specific steps and a proposed format for data used in the evaluation. Two appendices follow the text of this manual. These are: (1) tables which serve as the format for hand-processing data, and (2) a computer program and instructions to use it in processing data.

The initial data used by the SET will come from the state program coordinator survey (S-1), the project director survey (S-2), the participant survey (S-3), and the supervisor survey (S-4). Instructions to collect data with the survey forms appear in the Manual of Instructions to collect data with the survey forms appear in the Manual of Instructions for the Distribution and Collection of Survey Forms and Selection of the State Evaluation Team (M-1). The instructions in this manual, M-2, are directed to the state coordinator of personnel development, but they may be used by anyone he or the state director of vocational education designates.

The state coordinator should use the instructions which follow to prepare data for the SET. He will arrange for each member of the team a program data folder with information about the state personnel development program and project data folders with data on individual projects of the state program. Instructions to prepare the program data folder and project data folders follow.

Instructions to Prepare Program and Project Data Folders

1. Allow sufficient time for project directors, participants, and supervisors to return the surveys sent to them. As indicated above, instructions for distributing and collecting the survey forms are in M-1.

2. When the forms have been returned, place them in three separate groups or stacks according to the persons who completed them: project directors, participants, and supervisors.

3. Place the survey forms within each of the three stacks in numerical order by using the project numbers for project director surveys, participant numbers for participant surveys, and supervisor numbers for supervisor surveys. The project number appears next to the letter A in the top right corner of the survey forms, the supervisor number next to B and the participant number next to C.

4. Prepare a program data folder for each SET member.

   a. Obtain five folders.

   b. Label each: "Program Data Folder."

5. Prepare project data folders for project data.

   a. Select the needed number of folders. This number is equal to the number of projects times five. For example, if there are four projects, 20 project data folders should be prepared (4 x 5 = 20).

   b. Label the project data folders. Five should be labeled "project 1," five "project 2," and so forth until five project folders are labeled for each project.

6. Decide whether to break out program data by size and duration of projects. If so, choose categories and include them in the computer program or write them in the program tables to be used for hand analysis. (See instructions 8f and 8h for placing data in categories.)

7. Decide whether or not to use a computer. The main criteria to consider in the decision are the number of projects and the total amount of data. If a computer is used, follow the instructions in Appendix 2 and then go to instruction 9. If not, and hand analysis is necessary, use instruction number 8 which follows.

   NOTE: Table 5a (instruction 8g) should be completed by hand in either case.

8. Prepare Tables 1-13 (including 5a) with data for both projects and the program. The instructions they follow are for hand analysis. They assume a small number of projects and little data.

   a. Make sufficient copies of Tables 1-13 from Appendix 1 to equal the number of personnel development projects plus one. For example, if there are four projects, make five copies of each table.

   b. Label one copy of each of the Tables 1-13 (and 5a) as "project 1" Also label one copy of each of the Tables 1-13 for each of the other projects. For example, if there are four projects, there should be copies of Tables 1-13 labeled project 1, copies labeled project 2, copies labeled project 3, and copies labeled project 4. The first row of each project table should also be labeled with the project number, for example, project 1 with "project 1," project 2, with "project 2," and so forth.

   c. There should be one copy of each of the 13 tables remaining. Label the remaining tables as "program" tables. Label the first row of the program tables "all projects."

   d. List the size and duration categories to be used in program Tables 1-4 and 7-11. There should be nine program tables with these categories listed (1-4 and 7-11).

   e. Decide whether to use numbers or percentages in the tables, or both.

   f. Take the first participant survey from the stack of participant surveys (instruction 3). Using light pencil tally marks, transfer data from the survey form to Tables 1-6 (excluding Table 5a) for project land program tables 1-6. Use only the top row for tallies in the project tables; that is, do not use the rows for size and duration. In the program tables make tally marks for the top row and the appropriate rows for size and duration. Each of the program tables, therefore, will have tally marks in three rows: (1) the row labeled "all projects," (2) one of the four rows for project size, and (3) one of the four rows for project duration.

      If a participant does not respond, make a tally mark in the column "No response." For every tally mark made, also make a tally mark in the last column, "No. of participants," so that a count can be kept of the participants in each row. Make a mark in the last column even if the "No response" column is the one that is marked. See the example on the following pages.

EXAMPLE OF TRANSFERRING DATA FROM SURVEY FORMS TO PROJECT AND PROGRAM TABLES

This example uses the response of the first participant of project 1 for Table 1. This participant will also have responses for Tables 2-6. Project 1 is assumed to have a size of 50 participants and a duration of 17 days.

Item from survey form (Participant 1, Project 1):

3

4. How worthwhile was the project for you?

WORTHWHILE
___ Completely
_✓_ Partially

NOT WORTHWHILE
___ Partially
___ Completely

Project Table:

TABLE 1, Project 1

Participant Reaction to "How worthwhile was the project to you?":
All Projects, by Project Size and by Project Duration
(Expressed in Numbers and/or Percentages)

Projects		How worthwhile was the project for you?					No. of participants
		Worthwhile		Not worthwhile		No response	
		Completely	Partially	Partially	Completely		
Project 1			1*				1*
Project size (by number of participants)							
Project duration (in days)							

Program Table:

TABLE 1, Program

Participant Reaction to "How worthwhile was the project to you?":
All Projects, by Size and by Duration
(Expressed in Numbers and/or Percentages)

Projects		How worthwhile was the project for you?					No. of participants
		Worthwhile		Not worthwhile		No response	
		Completely	Partially	Partially	Completely		
All Projects			1*				1*
roject size by number of articipants)	1-20						
	21-50		1*				1*
	51-100						
	over 100						
roject uration in days)	1-7						
	8-14						
	15-21		1*				1*
	over 21						

* The participant checked "partially worthwhile" (see page 4). Tally marks should be made under the "partially worthwhile" column four times: once for project 1, once in the first row of the program table, once in the row for a size of 50 participants of the program table, and once in the row for a duration of 17 days of the program table. In addition, tally marks should be made under the "No. of participants" column four times, in the same four rows described above. (Remember, if the participant does not respond, tally marks should be made under the "No response" column and the "No. of participants" column.)

Continue in the same manner with participant forms until data from project 1 participants have been tallied on project 1 tables 1-6 (excluding table 5a) and program tables 1-6. Tally participant data on project tables 1-6 and program tables 1-6 for each of the remaining projects. Be sure to use the same program tables for data from all projects.

g. Take the project director survey for project 1 from the stack of project director surveys (instruction 3). Transfer data from the table in item number 4, page 2, to table 5a for project 1. Repeat this process for table 5a for project 2, table 5a for project 3, and so forth. When all project director surveys have been tallied, total them and erase the tally marks. Table 5a will be prepared in the same manner in states using the computer program.

h. Take the first supervisor survey form from the stack of supervisor surveys (instruction 3). Using light pencil tally marks, transfer data from the supervisor survey forms to tables 7-13 for project 1 and for program tables 7-13. (Tables 12 and 13 are special cases. Table 12 will require the use of both sides of the supervisor survey and neither 12 nor 13 have rows for size and duration.) In project tables 7-11, use only the top row for tallies; that is, do not use the rows for size and duration. In program tables 7-11, make tally marks for the top row and the appropriate rows for size and duration. The program tables 7-11, therefore, will have tally marks in three rows: (1) the row labeled "all projects;" (2) one of the four rows for project size; and (3) one of the four rows for project duration. Continue in the same manner with supervisor forms until data from project 1 supervisors have been tallied on project tables 7-13 and program tables 7-13. Tally supervisor data on project tables 7-13 and program tables 7-13 for each of the remaining projects. Be sure to use the same program tables for data from all projects.

i. Group the project tables with the same table number. That is, put all table 1's together, all table 2's together, and so forth.

j. For each of the project tables, total the tally marks in the cells of the top row and write that total in the cell. For the program tables, total the tally marks in cells of all rows and write the totals in the cells.

k. If the tables are to be completed with percentages as well as numbers, or in place of numbers, compute the percentages which should appear in each cell.

l. Group the project tables by project number. That is, put together tables 1-13 (including 5a) with data for each of the projects. For example, if there are four projects, there should be four sets of tables 1-13, one for each project.

m. Make five copies of each set of project tables for members of the SET. That is, if there are four projects, each of the five SET members should receive copies of tables 1-13 (including 5a) for projects 1, 2, 3, and 4.

n. Prepare five copies of the program tables, one for each member of the SET.

9. Prepare program folders for each of the five members of the SET.

a. Place a program description sheet in each of the program data folders. The description sheet should include the following information.

--Number of personnel development projects in the state
--Number of projects sampled for the evaluation

--Number of participants of personnel development projects in the state
--Number of participants sampled for the evaluation
--Number of participants responding
--Number of participants in the sample who did not complete projects (This number comes from participant surveys and can be obtained by hand analysis.)

--Number of supervisors to whom surveys were sent
--Number of supervisors responding

--Number of responding participants whose supervisors did not respond
--Number of responding supervisors whose employees (participants) did not respond

b. Place one copy of the completed state coordinator survey (S-1) in each of the five program folders. The completed form should follow the program description sheet.

c. Place copies of program tables 1-13 (including 5a) prepared either by the computer or hand analysis, in the program data folder. These should follow the state program coordinator survey.

10. Prepare project data folders for each of the five members of the SET.

    a. Place a copy of the project description sheet for each project in each project data folder. Since each SET member will receive one project data folder for each project, each will receive as many project description sheets as there are projects. The sheet should include the information which follows.
    --Number of participants in the project
    --Number of participants sampled
    --Numbers of participants responding
    --Number of participants in the sample who did not complete the project (This number comes from the participant survey. It can be obtained by hand analysis.)

    --Number of supervisors to whom surveys were sent
    --Number of supervisors responding

    --Number of responding participants whose supervisors did not respond
    --Number of responding supervisors whose employers (participants) did not respond

    b. Place a copy of the completed project director survey for the appropriate projects in the project data folders for each of the five SET members. For example, if there are four projects, each SET member should receive in his project data folders, four project director surveys, one each for projects 1, 2, 3, and 4. The survey forms should follow the project description sheets.

    c. Place copies of project tables in the project data folders. Each SET member should have tables 1-13 (and 5a) for each project. For example, if there are four projects, tables 1-13 (including 5a) for project 1 are in one folder, tables 1-13 for project 2 are in another folder, and so forth. The tables should follow the project director survey in the folders.

    d. Tear off pages 3 and 4 of the participant surveys and make copies. Place the copies in the corrent project data folders. (These pages have provisions for comments.) Pages 3 and 4 should follow the project tables.

    e. Place copies of the supervisor surveys in the corrent project data folders so that the back or second page is up. (This page has space for comments.)

11. Prepare materials for the SET members.

    a. Before the SET meeting, send members the materials which follow:
       --The Overview of the evaluation model
       --The Manual of Instructions for the State Evaluation Team Meeting (M-3)
       --Project abstracts for each project (short summaries which include the purpose(s) of the project, the duration, and other descriptive data).

    b. Prepare to distribute materials to members of the SET at the SET meeting.
       --Program data folders
       --Project data folders (Each SET member should receive a project data folder with tables 1-13 for each project.)

Appendix 1

TABLES WHICH SERVE AS THE FORMAT
FOR THE HAND-PROCESSING OF DATA

TABLE 1

Participant Reaction to "How worthwhile was the project to you?":
All Projects, by Size and by Duration
(Expressed in Numbers and/or Percentages)

Projects		How worthwhile was the project to you?					No. of participants
		Worthwhile		Not worthwhile		No response	
		Completely	Partially	Partially	Completely		
Project size (by number of participants)							
Project duration (in days)							

TABLE 2

Participant Reaction to "How well did the project apply to your work?":
All Projects, by Size and by Duration
(Expressed in Numbers and/or Percentages)

Projects		How well did the project apply to your work?					No. of participants
		Did apply		Did not apply		No response	
		Completely	Partially	Partially	Completely		
Project size (by number of participants)							
Project duration (in days)							

TABLE 3

Participant Reaction to "How well organized was the project?":
All Projects, by Size and by Duration
(Expressed in Numbers and/or Percentages)

Projects		How well organized was the project?					No. of participants
		Organized		Not organized		No response	
		Completely	Partially	Partially	Completely		
Project size (by number of participants)							
Project duration (in days)							

TABLE 4

Participant Reaction to "Would you recommend this project to someone else?":
All Projects, by Size and by Duration
(Expressed in Numbers and/or Percentages)

Projects		Would you recommend this project to someone else?			No. of participants
		Yes	No	No response	
Project size (by number of participants)					
Project duration (in days)					

TABLE 5

Participant Ratings of Instructional Activities

Instructional activities	Worthwhile		Not worthwhile		Not used	Not used but needed	No response
	Completely	Partially	Partially	Completely			
a. Guest lecturers and speakers							
b. Audiovisual aids							
c. Classroom discussions							
d. Textbooks and reading materials							
e. Actual or simulated work experiences related to the job							
f. Others (Please specify) _____ _____							

TABLE 5a

The Extent to Which Instructional Activities Are Used or Not Used in Personnel Development Projects (Expressed in Numbers and/or Percentages)

Instructional activities	Used		Not used
	Much	Little	
Guest lecturers and speakers			
Audiovisual aids			
Class discussion			
Textbooks and reading materials			
Actual or simulated work experiences related to the job			
Others			

TABLE 6

Participant Reaction to "How worthwhile was the project for you?" and "How well did the project apply to your work?" By Age, Sex, and Race
(Expressed in Numbers and/or Percentages)

Participant Characteristics		How worthwhile was the project for you?					How well did the project apply to your work?					No. of participants
		Worthwhile		Not worthwhile			Did apply		Did not apply			
		C**	P***	P***	C**	NR*	C**	P***	P***	C**	NR*	
AGE	20-29											
	30-39											
	40-49											
	50 and over											
SEX	Male											
	Female											
RACE	Black											
	Red											
	White											
	Yellow											
	Other											
	Participants who did not identify race											

NR* No response
C** Completely
P*** - Partially

TABLE 7

Supervisor Reaction to "How well did the project apply to participant's work?":
All Projects, by Size and by Duration
(Expressed in Numbers and/or Percentages)

Projects		How well did the project apply to participant's work?					No. of supervisors
		Did apply		Did not apply		No response	
		Completely	Partially	Partially	Completely		
Project size (by number of participants)							
Project duration (in days)							

TABLE 8

Supervisor Reaction to "Has there been a noticeable improvement in the job performance of participants after participating in the project?": All Projects, by Size and by Duration (Expressed in Numbers and/or Percentages)

Projects		Has there been a noticeable improvement in the job performance of participants...?				No. of supervisors
		Much	Some	No	No response	
Project size (by number of participants)						
Project duration (in days)						

TABLE 9

Supervisor Reaction to "Would you encourage other employees of your agency to participate in a similar project?":
All Projects, by Size and by Duration
(Expressed in Numbers and/or Percentages)

Projects		Would you encourage other employees of your agency to participate in a similar project?			No. of supervisors
		Yes	No	No response	
Project size (by number of participants)					
Project duration (in days)					

TABLE 10

Supervisor Reaction to "Has participant shared his experiences with you, his immediate supervisor?": All Projects, by Size and by Duration (Expressed in Numbers and/or Percentages)

Projects		Has participant shared his experiences with you, his immediate supervisor?			No. of supervisors
		Yes	No	No response	
Project size (by number of participants)					
Project duration (in days)					

TABLE 11

Supervisor Reaction to "Has participant shared experiences with other employees with whom he works?": All Projects, by Size and by Duration (Expressed in Numbers and/or Percentages)

Projects		Has participant shared experiences with other employees with whom he works?				No. of supervisors
		Yes	No	Do not know	No response	
Project size (by number of participants						
Project duration (in days)						

TABLE 12

Supervisor Reactions to "How well did the project apply to participant's work?" and "Has there been a noticeable improvement in the job performance of a participant after participating in the project?" by Size of School District in Pupils and Educational Agency of Supervisors (Expressed in Numbers and/or Percentages)

Size of School District and Educational Agency		How well did the project apply to participant's work?					Has there been a noticeable improvement in the job performance of participant...?				No. of supervisors
		Did apply		Did not apply							
		C**	P***	P***	C**	NR*	Much	Some	No	NR*	
Size of School District-Pupils	Less than 10,000										
	10,001-20,000										
	20,001-50,000										
	More than 50,000										
Educational Agency of Supervisors	College or University										
	Comm College or Technical Inst.										
	Intermediate School Unit (Regional, Area or County Unit										
	Local School District										
	State Department of Education										
	Other										

NR* - No response
C** - Completely
P*** - Partially

TABLE 13

Provisions Made by Supervisors for Participants to Share Experiences

Provisions for Sharing Experiences	Percentage of Supervisors Making Provisions
Group seminars	
Newsletters	
Informal discussions	
Others	

Appendix 2

Computer Program and Instructions
For Its Use in Processing Data

EPDA - B60: PROGRAM EP02

The program reads records from the following files:

Project Director's Survey

Participant Survey

From the information stored on these folies, EP02 generates the following six tables:

TABLE 1: Participant Reaction to "How worthwhile was the project to you?"

TABLE 2: Participant Reaction to "How well did the project apply to your work."

TABLE 3: Participant Reaction to "How well organized was the project?"

TABLE 4: Participant Reaction to "Would you recommend this project to someone else?"

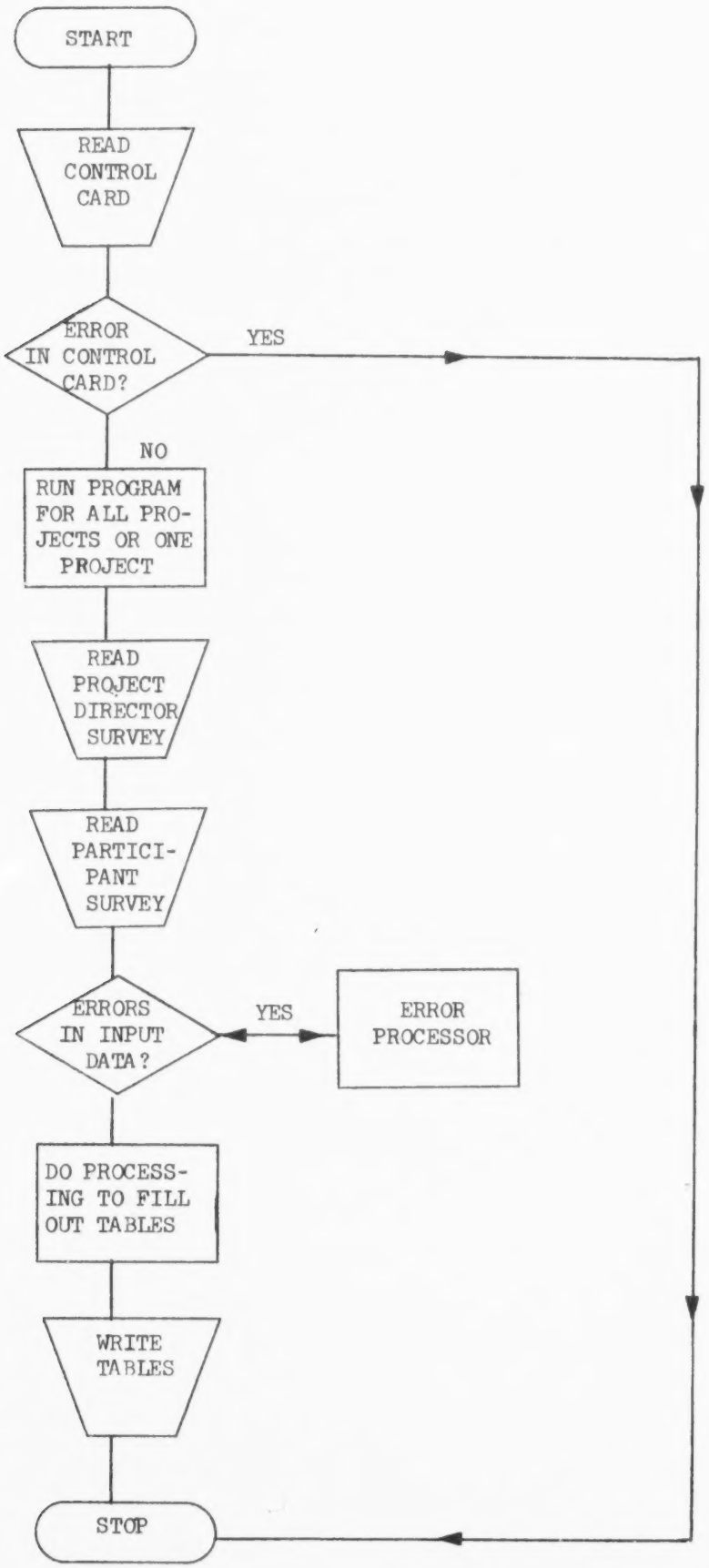
TABLE 5: Participant Ratings of Instructional Activities

TABLE 6: Participant Reaction to "How worthwhile was the project for your?" and "How well did the project apply to your work?"

Tables 1 through 4 are broken down with respect to project size and duration and Table 6 is broken down with respect to age, sex, and race. All answers are given in percentages except for the last column in Tables 1, 2, 3, 4, and 6.

The program accepts one control card which enables the user to run the program for one project specifically or for all projects. The control card also contains a series of variables which allows the user to break down the input data with respect to different project sizes and durations.

While processing, the program checks all input data for values that are not allowed and prints out error messages if errors are found.


START
READ CONTROL CARD
ERROR IN CONTROL CARD?
YES
NO
RUN PROGRAM FOR ALL PROJECTS OR ONE PROJECT
READ PROJECT DIRECTOR SURVEY
READ PARTICIPANT SURVEY
ERRORS IN INPUT DATA?
YES
ERROR PROCESSOR
DO PROCESSING TO FILL OUT TABLES
WRITE TABLES
STOP

System: EPDA Program: EP04

This program reads records from the following files:

Project Director's Survey
Supervisor Survey
Supervisor Participant's Survey

From the information stored on these files, EP04 generates the following seven tables:

TABLE 7: Supervisor Reaction to "How well did the project apply to participant's work?"

TABLE 8: Supervisor Reaction to "Has there been a noticeable improvement in the job performance of participants after participating in the project?"

TABLE 9: Supervisor Reaction to "Would you encourage other employees of your agency to participate in a similar project?"

TABLE 10: Supervisor Reaction to "Has participant shared his experiences with you, his immediate supervisor?"

TABLE 11: Supervisor Reaction to "Has participant shared experiences with other employees with whom he works?"

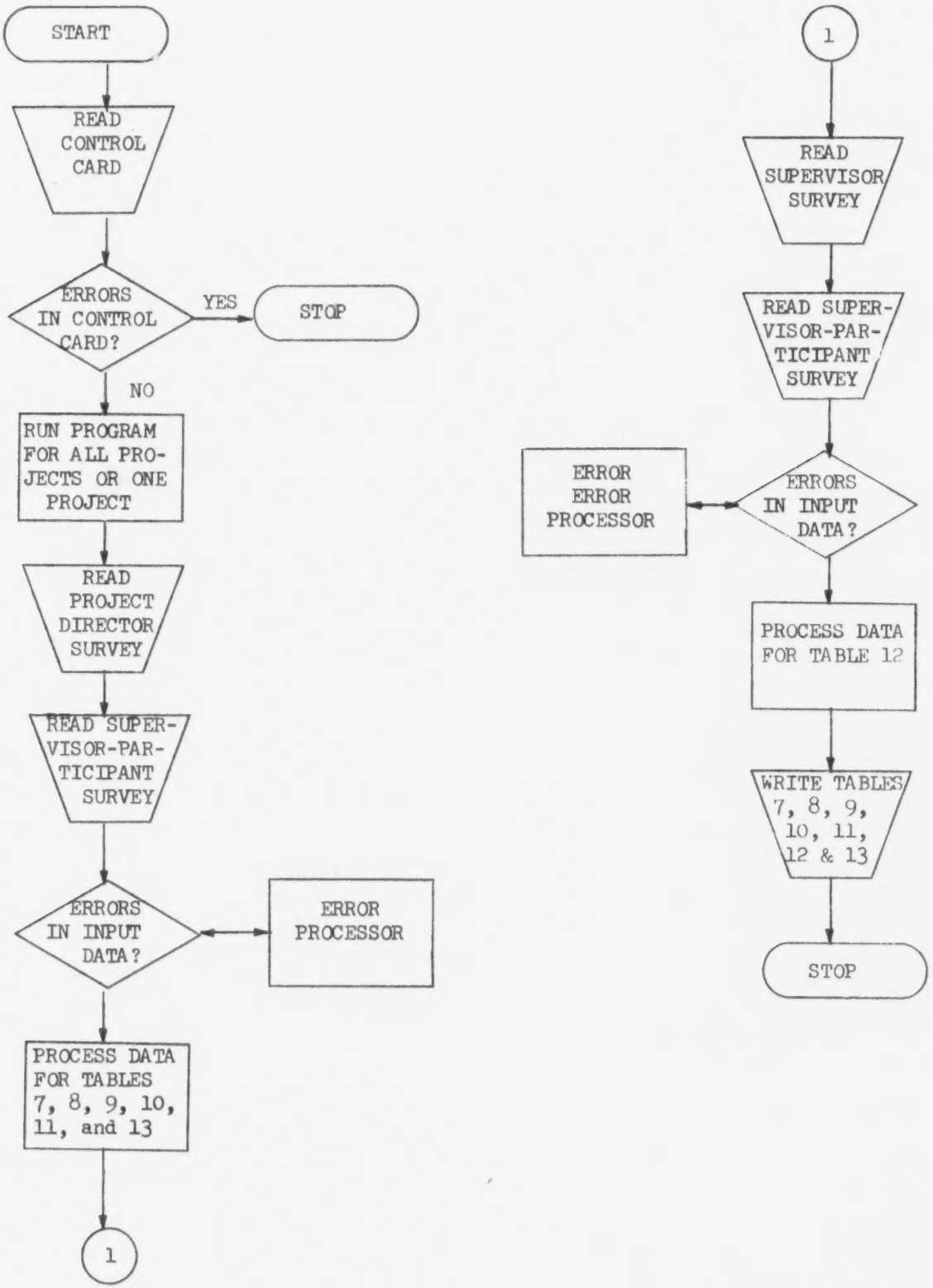
TABLE 12: Supervisor Reaction to "How well did the project apply to participant's work?" and "Has there been a noticeable improvement in the job performance of a participant after participating in the project?"

TABLE 13: Provisions made by Supervisors for Participants to Share Experiences

Tables 7 through 11 are broken down with respect to project size and duration and Table 12 is broken down with respect to size of school district in pupils and educational agency of supervisors. All answers are given in percentages except for the last column in Tables 7, 8, 9, 10, 11, and 12.

The program accepts one control card which enables the user to run the program for one specific project or for all projects. The control card also contains a series of variables which allows the user to break down the input data with respect to different project sizes and durations.

While processing, the program checks all input data for values that are not allowed and prints out error messages if errors are found.


START
READ CONTROL CARD
ERRORS IN CONTROL CARD?
YES
STOP
NO
RUN PROGRAM FOR ALL PROJECTS OR ONE PROJECT
READ PROJECT DIRECTOR SURVEY
READ SUPERVISOR-PARTICIPANT SURVEY
ERRORS IN INPUT DATA?
ERROR
ERROR PROCESSOR
PROCESS DATA FOR TABLES 7, 8, 9, 10, 11, and 13
1
1
READ SUPERVISOR SURVEY
READ SUPERVISOR-PARTICIPANT SURVEY
ERRORS IN INPUT DATA?
ERROR
ERROR PROCESSOR
PROCESS DATA FOR TABLE 12
WRITE TABLES 7, 8, 9, 10, 11, 12 & 13
STOP

ED 068641

MANUAL OF INSTRUCTIONS FOR THE STATE EVALUATION TEAM MEETING

A Model to Evaluate Inservice
Personnel Development in
Vocational-Technical Education

The Center for Vocational and Technical Education

The Ohio State University

Columbus, Ohio

The purpose of this manual is to assist members of the state evaluation team (SET) to evaluate inservice personnel development in vocational-technical education in the state. The manual provides: (1) guidelines for the SET meeting and (2) guidelines for interpreting processed data. The guidelines only suggest direction and need not be followed literally. Members of the SET should adapt them to the immediate situation in which they are working. The manual also describes the responsibilities of the state coordinator of personnel development during the SET meeting (see Appendix).

The SET is a five-member group selected by the state coordinator of personnel development. (Instructions to select the SET are in M-1.) The purposes of the state evaluation team are: (1) to interpret processed data in this manual, (2) to draw conclusions about the state program and projects from those data, (3) to make recommendations about program and projects, and (4) to incorporate the team's work into a final evaluation report for the state director of vocational education.

The chairman of the SET may be appointed by the state coordinator of personnel development. (This instruction assumes that the state director of vocational education has assigned responsibility for the evaluation to the state coordinator.) The chairman should be responsible for conducting the meeting and insuring that an evaluation report is delivered to the state director. Guidelines for the meeting and for interpreting data follow.

Guidelines for the SET Meeting

1. The state coordinator should open the meeting with a brief introduction of the purpose of the meeting and the personnel development activities in the state. (See Appendix.)

2. After the introduction, the state coordinator should be present only when he is needed, to supply information or for some other specific reason. The state coordinator should not be a voting member of the SET; he should be an ex officio member only.

3. Team members may want an orientation period in which they introduce themselves and discuss their areas of interest.

4. After the introduction, members should review briefly the materials they will use during the meeting. Those materials are shown below. (SET members will most often use this manual, M-3, and processed data in the program data folder and project data folders.)

   a. Materials received from the state coordinator before the meeting:

      (1) Overview. General description of the entire evaluation model.

      (2) Manual of Instruction for the State Evaluation Team Meeting (M-3, this manual). Guidelines for the meeting of the state evaluation team and the interpretation of processed data.

      (3) Project Abstracts. Short summaries which include the purpose(s) of projects, their duration, and other descriptive data.

   b. Materials supplied by the state coordinator at the SET meeting.

      (1) Four data collection instruments:

      --State program coordinator survey (S-1)
      --Project director survey (S-2)
      --Participant survey (S-3)
      --Supervisor survey (S-4)

      (2) Program data folder

      (3) Project data folders (for each project)

      (4) Additional data the state coordinator wants to provide SET members.

5. Team members should scan the program and the project data folders to obtain an overview of information in them.

6. Team members should read through the Guidelines for Interpreting Processed Data, which begins on page 4 of this manual. They should then use the guidelines to interpret data in the program and project data folders. Criteria have not been established for making judgments about the data; the team should develop its own criteria for judging data.

7. The team should incorporate its findings and conclusions into an evaluation report. The chairman, as stated above, should be responsible for insuring that the state director of vocational education receives a copy of the evaluation report. A suggested outline for the report follows.

   a. Introduction

      (1) Purpose of the report

      (2) Background information

      (3) Brief summary of what is to be evaluated

   b. Main body of the report

      (1) Descriptive data related to personnel development

      (2) Conclusions about personnel development

      (3) Cautions for use of the data

      (4) Recommendations

   c. Summary statement

   d. Appendices

8. The state coordinator should supply clerical assistance needed by the team to prepare the final evaluation report.

9. The chairman should make sure that the final copy of the report is ready and submit it to the state coordinator who, in turn, should submit it to the state director of vocational education.

Guidelines for Interpreting Processed Data

This section of the manual provides guidelines, mainly in the form of questions, to assist members of the SET in interpreting data in the program data folder and project data folders. The questions in this section are only suggestive; they are intended to stimulate thought about the data and to suggest possible approaches for interpretation of the data. Ultimately, team members must use their own professional judgment to interpret the data used to prepare the evaluation report.

The program data folder includes: (1) a program description sheet, (2) the completed state program coordinator survey (S-1), and (3) program tables that summarize opinions of project participants and their supervisors about all projects. The description sheet contains sampling information about state projects, participants of projects, and their supervisors. Categories of data in the state program coordinator survey (S-1) are: I. Determination of Personnel Development Needs, II. Needs and Priorities, III. Procedures for Selecting Projects, and IV. Objectives of Personnel Development Program. The opinions in the program tables are a summation of the opinions about projects; participants and supervisors did not give opinions about the entire program.

The project data folders contain: (1) project description sheets, (2) completed project director surveys that provide a statement of project objectives and evidence of the attainment of those objectives, and (3) project tables that summarize opinions of project participants and their supervisors about the project.

The questions that follow are divided into three groups. The first group relates to data about needs, selection procedures, and objectives. These data are in the state program coordinator survey (S-1) of the program data folder and the project director surveys (S-2) of the project data folders. The second group of questions relates to opinions of project participants and their supervisors. These data are in the program tables of the program data folder and the project tables and comments of the project data folders. The third group of questions relates to the data of the first two groups and requires judgments on the attainment of objectives.

Needs, Selection Procedures, and Objectives

1. Needs (Refer to Sections I and II, pp. 1-3 of the state program coordinator survey in the program data folder. Questions a. through e. refer to Section I, and f. through i. to Section II.)

   a. What methods were used to determine the personnel development needs?

   b. What method was rated as most important?

c. How many persons were consulted?

d. In your opinion, were there other means which might have been used to determine personnel development needs?

e. Was the process used to determine needs consistent with the procedures set forth in the state plan for vocational education?

f. What were the most important criteria for setting the priority of needs?

g. In your opinion, could other criteria be considered in developing the priority of needs?

h. Is the list of priorities consistent with the objectives for personnel development in the state plan?

i. What were the major constraints which caused priorities to be lowered?

j. What conclusions can be drawn from the data?

2. Selection Procedures (Refer to Section III, pp. 4 and 5 of the state program coordinator survey in the program data folders. Questions a. through d. refer to Section IIIA, questions e. and f. to Section IIIB, and g. through i. to Section IIIC.)

a. From which agencies were proposals submitted?

b. What type of agency submitted the largest percentage of proposals?

c. What type of agency had the largest number funded?

d. Are there other types of agencies from which proposals might have been solicited?

e. In your opinions were the procedures used to select proposals open and flexible?

f. Might others have been used?

g. Which criteria were most important in screening proposals for personnel development projects?

h. In your opinion, are there additional criteria which might be used to screen proposals?

i. Was the screening process consistent with state objectives? (See Section IV of the state program coordinator survey in the program data folder.)

j. What conclusions can be drawn?

3. Program Objectives (Refer to Section IV, pp. 5 and 6 of the state program coordinator survey in the program data folder.)

   a. Are program objectives stated as behavioral objectives? (If you wish, you may request Guidelines for Developing Behavioral Objectives from the state coordinator as an aid. You may also use any other reference available to you.)

   b. If not stated as behavioral objectives, are program objectives stated in specific terms? How can the program objectives be improved?

   c. Are program objectives consistent with the state needs and priorities for personnel development? (See Sections I and II of the state program coordinator survey in the program data folder.)

   d. Does the evidence supplied for the attainment of program objectives seem adequate to render a judgment? (This evidence, along with the opinions of project participants and their supervisors, should be used in a later section of these guidelines to determine the extent to which objectives were attained.)

4. Project Objectives (Refer to pp. 3 and 4 of the project director surveys in the project data folders.)

   a. Are project objectives stated as behavioral objectives? (Again, use any reference as an aid.)

   b. If not stated as behavioral objectives, are project objectives stated in specific terms? How can the project objectives be improved?

   c. Does the evidence supplied for the attainment of project objectives seem adequate to render a judgment? (This evidence, along with the opinions of project participants and their supervisors, should be used in a later section of these guidelines to determine the extent of attainment of objectives.)

Participant and Supervisor Opinions

1. Opinions about the program (Refer to the tables in the program folder.) Keep in mind that the opinions in the program tables are simply a summation of opinions about individual projects. No participant or supervisor was asked his opinion about the entire state program. Also, projects were not all sampled in the same manner. Since there was a minimum sampling number of 10, small projects may have the same or nearly the same representation as large projects. For example, a project of 10 participants has all 10 sampled, whereas a project of 40 has only 25% sampled, or 10 again. In interpreting the opinions

about the program, check to see if some projects have more influence than they should. A caution could be included in any conclusions made. (The breakdown by project size might also be helpful in interpreting these data, since small projects are analyzed separately.) Finally, be careful about making conclusions where there is a high number of no responses or a low number of participants.

a. Participant opinions

(1) What conclusions can be drawn from the data in Tables 1-4? (It may be helpful to compare the similarity of responses in Tables 1 and 2.) Make conclusions about all projects and about projects by size and duration.

(2) What conclusions can be drawn from the data in Table 5? Be sure to compare this table with Table 5a completed by project directors.

(3) What conclusions can be drawn about sex, age, or race from the data presented in Table 6?

b. Supervisor opinions

(1) What conclusions can be drawn from the data in each of the Tables 7-11? Make conclusions about all projects and about projects by size and duration.

(2) What conclusions can be drawn from data presented in Table 12?

c. Are there any overall conclusions, or recommendations, that can be made about the program as a result of reviewing the opinions?

2. Opinions about the <u>projects</u> (Refer to tables and comments in the <u>project</u> data folders.) Each project should be judged separately, so answer the questions below for each project. Only the top row of Tables 1-4 and 7-11 are relevant to projects. Be careful about making conclusions where there is a high number of no responses or a low number of participants.

a. Participant opinions

(1) What conclusions can be drawn from the data in Tables 1-4 and the participant comments?

(2) What conclusions can be drawn from the data in Table 5? Be sure to compare this table with Table 5a completed by the project director.

(3) What conclusions can be drawn about sex, age, or race from the data in Table 6?

b. Supervisor opinions

(1) What conclusions can be drawn from the data in Tables 7-11 and the supervisor comments?

(2) What conclusions can be drawn from the data in Table 12?

c. Are there any overall conclusions, or recommendations, that can be made about the project as a result of reviewing the opinions?

Judgment of the Attainment of Objectives

1. Program Objectives

a. Based on evidence of the attainment of program objectives and the opinions of project participants and their supervisors, to what extent were each of the program objectives attained?

b. Were there significant obstacles or assets to the attainment of program objectives?

c. What recommendations can be made to improve the attainment of each program objective?

2. Project Objectives

Answer the following questions for each project.

a. Based on evidence of the attainment of project objectives and the opinions of project participants and their supervisors, to what extent were each of the project objectives attained?

b. Were there any significant obstacles or assets to the attainment of project objectives?

c. What recommendations can be made to improve the attainment of each project objective?

Appendix

RESPONSIBILITIES OF THE STATE COORDINATOR OF PERSONNEL DEVELOPMENT AT THE STATE EVALUATION TEAM MEETING

The state coordinator of personnel development has three main responsibilities during the meeting of the state evaluation team (SET). He should: (1) distribute materials to SET members, (2) begin the meeting with an introduction, and (3) serve as a resource person for SET members during the meeting.

The state coordinator should distribute to each team member copies of the necessary materials for the meeting. The materials include those described in the main body of M-2 and any additional materials or data supplied by the state coordinator. Also, the state coordinator should have ready, in case it is requested by the SET, the Guidelines for Developing Behavioral Objectives. The state coordinator should finally provide supplies, clerical assistance, and extra copies of the materials as needed.

The state coordinator should open the meeting with an introduction, to include the following:

(1) An explanation of the purpose of the meeting. The Overview and the Manual of Instructions for the State Evaluation Team (M-3) may be used as aids.

(2) Background information on personnel development activities within the state.

(3) A brief description of the materials distributed to SET members. In this description, the state coordinator should specify that SET members read M-3 first and that SET members will use M-3 and the program and project data folders most during the meeting. Further, the state coordinator should specify that project abstracts sent to SET members before the meeting refer to the project data folders provided during the meeting.

The state coordinator should then leave the meeting, and come back only as requested. He should serve as a resource person for the SET and supply whatever materials or data the team requests. The state coordinator does not have a voice in decisions of the team.

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Vocational Education Personnel Development

STATE PROGRAM COORDINATOR SURVEY

I. DETERMINATION OF PERSONNEL DEVELOPMENT NEEDS

Please complete the following table by ranking in order of importance these five means of determining personnel development needs (1 being most important, 5 least important).

Order of Importance	Means of Determining Needs
_____	A. Consultation with persons in agencies (e.g., local education agency, university). List title and/or function of people consulted and their agency:
_____	B. Review of personnel development literature. List main sources:
_____	C. Needs generated by previous and/or ongoing projects within your state. List projects:
_____	D. Your own observation and/or experience. Explain:
_____	E. Other (Specify)

II. NEEDS AND PRIORITIES

In section A of the chart below, please list the stated personnel development needs in order of priority. In section B, for each need listed in A, rank in order of importance the criteria used in establishing the priority of that need (1 being most important). Rank only those criteria that were used. See the example in section A and B of the chart.

If additional space is required, continue on page 3.

SECTION A	SECTION B						
	Criteria for Setting Priority						
Personnel Development Needs Listed in Order of Priority	Resources (financial, personnel)	Opinions of state voc. ed. personnel	Public policy (federal, state)	Existing or projected shortage of personnel	Advice of state advisory council	Manageability	Other sources (specify)
(EXAMPLE)			(EXAMPLE)				
Inservice Training for 50 Local School Voc. & Tech. Education Curriculum Specialists		5	1	4		2	3 Local school supt.

SECTION A	SECTION B						
	Criteria for Setting Priority						
Personnel Development Needs Listed in Order of Priority	Resources (financial, personnel)	Opinions of state voc. ed. personnel	Public policy (federal, state)	Existing or projected shortage of personnel	Advice of state advisory council	Manageability	Other sources (specify)

C. Because of various constraints (for example, lack of available resources, state regulations, etc.), certain needs may be reduced in priority. State the reduced priority needs and those constraints that keep the priority low.

III. PROCEDURES FOR SELECTING PROJECTS

A. How many and what percentage of the proposals for personnel development projects designed to meet the program objectives were from the following organizations or agencies:

Agencies	Total Proposals Submitted		Total Proposals Funded	
	No.	%	No.	%
Universities				
Local education agencies				
Community or junior				
Private R & D agencies				
State education agencies				

B. List the steps used to review proposals for personnel development projects.

Steps in the Review	People Involved (Title and/or Function)

C. Section D of the chart below lists criteria that may have been used over the total process of screening proposals. Check the criteria that were used (Section E) and rank those criteria in order of importance (Section F) (1 being most important).

If criteria vary by program objectives, reproduce a chart for each objective and attach the charts to this instrument.

SECTION D	SECTION E	SECTION F
Screening Criteria	Criteria Used	Rank
Relationship to state program objectives		
Estimated cost of proposal project		
Number of students (participants) involved		
Students (from participant's school or agency) for whom the project is aimed		
Past record of institution or agency (success with previous projects)		
Proposed project duration		
Feasibility of projects		
Ability and availability of personnel		
Other criteria used (Specify)		

IV. OBJECTIVES OF PERSONNEL DEVELOPMENT PROGRAM

Personnel development programs are designed to meet a number of specified objectives. Please list the objectives of the personnel development program in your state. For each objective, present the evidence of accomplishment for that objective. If the evidence is in a document, please provide a reference for the document and attach a copy of it to this instrument. Use page 6 and attach additional sheets if necessary.

(Objectives and Evidence of Attainment)

V. ADDITIONAL COMMENTS

For State Use
A _____

Vocational Education Personnel Development

PROJECT DIRECTOR SURVEY

Personnel Development Project Title _____

This survey form applies to the above personnel development project. Your responses will be used by the state as one indicator of how beneficial personnel development projects (such as inservice training) are to professional educators in vocational education throughout the state.

Please check or complete the following:

1. State the purpose of the project.

2. How many participants began the project, regardless of whether they completed it?

_____

3. What was the duration of the project in actual days of instruction? In other words, how many days were there of actual contact between the project director or an instructor and project participants (not the overall elapsed time from the start of the project to its completion)?

_____

4. For each of the instructional activities in the table, please check the appropriate space to indicate the extent to which the activity was used, or if it was not used. Use the space below the table to explain simulated or actual work experiences.

Used		Not Used	Instructional Activities
Much	Little		
			a. Guest lecturers and speakers
			b. Audiovisual aids
			c. Class discussion
			d. Textbooks and reading materials
			e. Actual or simulated work experiences related to the job (Use the space below the table to explain.)
			f. Others (Please specify)

5. What vocational and technical education personnel development projects would you like to see conducted?

6. Please use this page and the next to list each stated objective of the personnel development project and give evidence of attainment. If the evidence is in a document, please provide a reference for the document and attach a copy of it to this instrument. Attach additional sheets if necessary.

Continue on back page →

7. Additional comments

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For State Use
A _____
B _____
C _____

Vocational Education Personnel Development

PARTICIPANT SURVEY

Project _____

This survey form applies to the personnel development project listed above. Your responses will be used by the state as one indicator of how beneficial personnel development projects (such as inservice training) are to professionals throughout the state. Do not put your name on this form.

Please check or complete the following:

I. BACKGROUND DATA

1. Age _____

2. Sex _____Male
_____Female

3. Race (Optional)
_____Black
_____Red
_____White
_____Yellow
_____Other (specify)
_____

4. Briefly describe your present job.

II. PERCEPTION OF PROJECT

Respond to the following questions as they apply to the personnel development project stated at the top of the first page of this survey form.

1. State what you perceived to be the purpose of the project.

2. Has the project been completed? _____Yes _____No

If yes, did you complete it? _____Yes _____No

If you did not, why not?

3. For each of the instructional activities in the tables below, check only one of the six spaces in the table.

Instructional Activities	Worthwhile		Not Worthwhile			
	Completely (1)	Partially (2)	Partially (3)	Completely (4)	Not used (5)	Not used but needed (6)
a. Guest lecturers and speakers						
b. Audiovisual aids						
c. Class discussions						
d. Textbooks and reading materials						
e. Actual or simulated work experiences related to the job						
f. Others (please specify)						

4. How worthwhile was the project for you?
Comment

WORTHWHILE
_____Completely
_____Partially
NOT WORTHWHILE
_____Partially
_____Completely

5. How well did the project apply to your work?
Comment

DID APPLY
_____Completely
_____Partially
DID NOT APPLY
_____Partially
_____Completely

6. How well organized was the project?
Comment

ORGANIZED
_____Completely
_____Partially
NOT ORGANIZED
_____Partially
_____Completely

7. Would you recommend this project to someone else?
If no, why not?

_____Yes
_____No

Please complete the back of this page ——→

8. What was most relevant about the project?

9. What was least relevant about the project?

10. What vocational and technical education personnel development projects would you like to see conducted?

11. Additional Comments:

For State Use
B _____

Vocational Education Personnel Development

SUPERVISOR SURVEY

This survey form is designed to obtain information about the personnel development project(s) in which one or more of your employees recently participated. This page is designed to gather information about you, the participant's immediate supervisor, and your agency. The back page requests information about the participant (your employee) and the project in which he participated. Please complete this page for yourself and the back page for the employee listed at the top of that page. Then complete the additional attached pages (copies of the back page), if there are any, for each of the employees and projects listed at the top of those pages. Your responses will be used by the state as one indicator of the effects of personnel development projects (such as inservice training) upon professionals throughout the state.

Please check or complete the following:

I. DESCRIPTIVE INFORMATION

1. What is your title? _____

2. With which of the following agencies are you associated?

____ College or University
____ Community College or Technical Institute
____ Intermediate School Unit (Regional, Area, or County Unit)
____ Local School District
____ State Department of Education
____ Others (Specify)

_____

_____

3. If you are associated with a local school district what is its size?

____ Less than 10,000 pupils
____ 10,000 - 20,000 pupils
____ 20,001 - 50,000 pupils
____ More than 50,000 pupils

4. What vocational and technical education personnel development projects would you like to see conducted?

For State Use	
A	
C	

Employee's (Participant's) Name _____

Project _____

II. PERCEPTION OF PROJECT

1. How well did the project apply to the participant's work?

DID APPLY
____ Completely
____ Partially

DID NOT APPLY
____ Partially
____ Completely

2. Has there been a noticeable improvement in the job performance of the participant after he participated in the project?
If so, how has he improved?

____ Much improvement
____ Some improvement
____ No improvement

3. Would you encourage other employees of your agency to participate in a similar project?
Please explain.

____ Yes
____ No

4. Has the participant shared his experiences with you, his immediate supervisor?

____ Yes
____ No

5. Has the participant shared his experiences with other employees with whom he works?

____ Yes
____ No
____ Do not know

6. What provisions were made for the participant to share his experiences?

____ Group seminars
____ Newsletters
____ Informal discussions
____ Others (specify)
_____

III. ADDITIONAL COMMENTS